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# Language learning and teaching – theory and practice

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## Theory and principles

**91–1 Butzkamm, Wolfgang.** Five hypotheses about language learning and teaching. *Die Neueren Sprachen* (Frankfurt am Main, FRG), **89**, 3 (1990), 264–78.

Foreign language teaching tradition and modern natural acquisition research given rise to five hypotheses which characterise successful language teaching. (1) Humans possess an intuitive ability to acquire and use linguistic rules without necessarily knowing how to make them explicit. (2) This ability is best developed by meaningful communication in which the target language is used as a tool

for something other than language. (3) Through play and practice learners develop linguistic abilities and explore productive patterns. (4) The mother tongue may be a very efficient aid in acquiring the target language. (5) Grammar and rule explication are effective and help to transform formal knowledge of rules into implicit knowledge, and accuracy into fluency.

**91–2 Dunning, Roy.** The cultural context of foreign language learning in Great Britain. *ELT Documents* (London), **132** (1990), 88–99.

The first part of this paper is devoted to a study of culturally-influenced attitudes to foreign language teaching and learning at various levels. It is observed that foreign languages have low status in society – and therefore in schools – one result of which is that males are less involved, both as teachers and as learners, and another that foreign language learning in schools tends to be isolated from other areas of the curriculum. The content of textbooks and the role of examinations are also considered.

In the second part, a description is given of the principles governing ‘French for Communication’, an East Midlands project based on the concept of language as process. Curriculum-led assessments are based on graded objectives. Where the new syllabus has operated, it has been very successful in increasing the motivation of both teachers and learners, but cultural influences have militated against it being more widely adopted.

**91–3 Stevick, Earl W.** Research on what? Some terminology. *Modern Language Journal* (Madison, Wis), **74**, 2 (1990), 143–53.

This article concentrates on three terms used in papers about language teaching, namely ‘strategy’, ‘filter’ and ‘network’, and examines variations and inconsistencies in their use. For ‘strategy’, problems arise not so much from the well-known distinction between teaching, learning and conversation strategies, or from that between innate and teachable behaviour, as from confusion between learners’ knowledge, behaviour, feelings and drives. In discussing ‘filter’, the author criticises Dulay, Burt and Krashen’s idea that intake is limited by ‘the learner’s motives, needs, attitudes and emotional

states’ as ‘more programmatic than it is precise’, then points out both that other definitions of filter exist and that any metaphor may lead to reification and confusion. The two main uses of ‘network’ concern the organisation of knowledge (e.g. semantic fields) and organisation within the mind or brain of the knower (e.g. connections between neurons). The article ends with an interview with one successful language learner, and a commentary pointing out the difficulty of attaching abstract labels to what he says.

**91–4 Titone, Renzo.** Early bilingual growth as an objective of basic education. *Canadian Modern Language Review* (Toronto, Ont), **44**, 4 (1990), 675–88.

The fundamental assumption of this essay is that today’s basic education curriculum (from kindergarten through middle secondary school) cannot be reduced to the acquisition of the Three R’s but must include multilingual and multicultural education. The main reasons are tied to the concepts of intellectual, personality, and social development of

the child, in fact of all children regardless of their social, cultural and religious extraction. The article considers the significance of these reasons and examines the case for bilingual education in different countries, including Europe and especially Italy. The Italian experience since 1977 has been enriched by the development of a national government-

sponsored experimental project (1977–85) covering 10,480 elementary school children taught in one of the three foreign languages, English, French, and German (and occasionally Russian and Esperanto). As a result of the positive outcome of this project,

the official elementary school syllabus (1985) has included foreign languages as a compulsory subject. The assets and liabilities of the project are briefly examined.

**91–5 Tomlin, Russell S.** (U. of Oregon). Functionalism in second language acquisition. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 2 (1990), 155–77.

This article examines the role played by functional approaches to linguistics in understanding second language acquisition (SLA). Central premises and tenets of functional approaches are described, and several key theoretical problems with functional efforts are detailed. The problem of referential management (the selection of nominal vs. pronominal NPs) in second language discourse pro-

duction is examined. The general conclusions are drawn that (a) functional approaches to linguistics have a significant role to play in SLA studies, but (b) functional universals are insufficiently grounded theoretically and empirically at this point to contribute more than heuristic guidance to SLA theory.

## Psychology of language learning

**91–6 Aiking-Brandenburg, Marijke J. T. J. and others** (U. of Amsterdam). Suffixation and second language acquisition: morphological derivation in the English of Dutch secondary-school pupils. *ITL* (Louvain, Belgium), **87/8** (1990), 65–93.

The aim of this paper was to find out which learning strategies secondary school pupils of different ages employ to acquire complex words in English as their second language: either by applying rules and analogies or by learning by heart. As a working hypothesis, it was postulated that younger pupils probably preferred the latter approach and older pupils the former. In order to test this hypothesis, a 122-item complex word derivation test was devised, containing three categories of words: (1) words of which both the base-form and the derived form had been studied, (2) words of which just the base-form had been studied and (3) words of which neither form had been studied. The test was administered to pupils in three grades of secondary school and a group of first-year university students of English. Statistical treatment of the data

neither confirmed nor falsified the original hypothesis, but it showed many correlations and gave rise to a large number of additional conclusions. Amongst other things, it was concluded that the presence of the proposed tentative change-over in learning approach, from learning words as whole entities to applying word-formation rules, may or may not have been present, but if it was, it had been completely obscured. It was evident from several different indications that a dominant influence on the pupils' scores was exerted by exposure. In addition, the data collected revealed numerous correlations concerning the influence of education level, word category, regularity, frequency, etc. Suggestions are given for application of the test results in second language education in secondary school.

**91–7 Blosser, Betsy J.** (San Francisco State U.). Television, reading and oral language development: the case of the Hispanic child. *NABE Journal* (Washington, DC), **13**, 1 (1988) [publ. 1990], 21–42.

Most of the research on children's television viewing and reading ability has been conducted with native English speakers, and most studies have found an inverse relationship between television and reading. The nature of this relationship has varied, however, when controls for IQ and SES have been imposed. But one study found a positive relationship between reading and television viewing up to a threshold of three hours of viewing per day among second

language speakers of English. These findings suggest that television may model English language usage for children whose first language is other than English, that these children may use television to develop their oral language skills in English, and that these skills, in turn, contribute to their reading ability. This study explored these possibilities.

Questionnaires were administered to 168 Mexican and Puerto Rican children enrolled in grades 2, 4

and 7 who were no longer enrolled in the bilingual education programme. Data on television viewing taken from these questionnaires, and children's English and Spanish proficiency scores on the Language Assessment Scales (LAS), and their scores on the reading comprehension and vocabulary sections of the Iowa Test of Basic Skills served as measures.

Findings indicated that there was a positive relationship between television viewing and reading scores among Hispanic children, but these relationships differed by ethnicity, by grade and by the time

of day when television viewing occurs. When these relationships were examined by level of English language proficiency, there was a positive relationship between television viewing and the two measures of reading at the upper levels of English language proficiency. At lower levels of proficiency, the relationship between television viewing and proficiency was either negative or non-existent. Therefore, it appears that as English language proficiency increased, the relationship between television viewing and reading stabilised.

**91-8 Chaudron, Craig and Parker, Kate** (U. of Hawaii, Manoa). Discourse markedness and structural markedness: the acquisition of English noun phrases. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 1 (1990), 43-64.

This study investigates second language acquisition of English noun phrases in discourse, examining the effect of discourse markedness and structural markedness on the development of noun phrase use. English L2 noun phrase forms are examined within three universal discourse contexts: current, known, and new reference to topics. The targeted noun phrase forms include  $\phi$  anaphora, pronouns and nouns with markers of definiteness and indefiniteness, including left dislocation and existential phrases. Based on expectedness within discourse, the least marked discourse context is reference to a current topic, and the most marked context is the introduction of a new referent as topic. Based on

formal complexity,  $\phi$  anaphora is the least marked structural form, and left-dislocated and existential noun phrases are the most marked. Free production and elicited imitation recall tasks, involving picture sequences that manipulated the three discourse contexts, were used to test Japanese learners' acquisition of noun phrase forms. They were evaluated by comparison with NS production. The results support predictions that L2 learners distinguish between discourse contexts, acquiring more targetlike forms in the least marked context first, and that they acquire the least marked structural forms earlier than the more marked ones.

**91-9 Clahsen, Harald** (U. of Düsseldorf, FRG). The comparative study of first and second language development. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 2 (1990), 135-53.

This article discusses the relationship of first language (L1) and second language (L2) acquisition. First, different approaches to comparing L1 and L2 development are summarised. Then the author argues for a particular version of the fundamental difference hypothesis. This is illustrated with some evidence from the acquisition of German syntax. It is claimed that the Universal Grammar (UG)

approach provides a theoretical framework to explain differences between L1 and (adult) L2 development. In particular it is argued that the observed L1/L2 differences can be accounted for by assuming that adult L2 learners cannot use principles of UG as a learning device in the same way as L1 learners use them.

**91-10 Dörnyei, Zoltán** (Eötvös U., Budapest). Conceptualising motivation in foreign-language learning. *Language Learning* (Ann Arbor, Mich), **40**, 1 (1990), 45-78.

This study investigates the components of motivation in foreign-language learning (FLL) – which involves learning the target language in institutional/academic settings without regularly interacting with the target language community. It was assumed that the results obtained from second-language acquisition (SLA) contexts – those in which the target language is learned at least partly

embedded in the host environment – are not directly applicable to FLL situations. Therefore a motivational questionnaire was developed and administered to 134 learners of English in Hungary, a typical European FLL environment, with the aim of defining the relevance and characteristics of integrativeness and instrumentality in FLL, as well as to locate other motivational components. Based upon

the results, a motivational construct was postulated consisting of (1) an Instrumental Motivational Subsystem, (2) an Integrative Motivational Subsystem, which is a multifaceted cluster with four dimensions, (3) Need for Achievement, and (4) Attributions about Past Failures. The results also

indicated that in mastering an intermediate target language proficiency, the Instrumental Motivational Subsystem and Need for Achievement especially, play a significant role, whereas the desire to go beyond this level is associated with integrative motives.

**91-11 Finnemann, Michael D.** (Augustana College, Rock Island, IL).

Markedness and learner strategy: form- and meaning-oriented learners in the foreign language context. *Modern Language Journal* (Madison, Wis), **74**, 2 (1990), 176-87.

This article analyses speech data from three adult elementary Spanish students sampled regularly over a six-month period. The study focuses on the acquisition of noun-phrase agreement and the Spanish copulas *ser* and *estar*. The data indicate that certain adult second language learners may be usefully classified as either form-based or meaning-based in terms of their strategic orientation to the

acquisition of the target language. The study posits and tests the specific hypothesis that the learner's strategic orientation interacts with the linguistic features (formal vs. semantic) of the subdomain of language being acquired and that the interaction manifests itself in terms of a stronger or weaker disposition to experiment with the 'marked' form in that subdomain.

**91-12 Fouly, Kamal A. and others** (U. of El-Minia, Egypt). The divisibility of language competence: a confirmatory approach. *Language Learning* (Ann Arbor, Mich), **40**, 1 (1990), 1-21.

The purpose of this study was to investigate the nature of second language proficiency with respect to its divisibility and components. Specifically, the correlated-traits and the second-order hypotheses were evaluated using 334 university students learning English as a second language, a wide range of language proficiency measures, and confirmatory

data-analytic techniques. The focus was to determine the extent to which each model represented the data. The results of this study provide evidence supporting both models. The significance of these findings as well as directions for future research are discussed.

**91-13 Gardner, R. C. and others** (U. of Western Ontario, London, Ont). Second language learning in an immersion programme: factors influencing acquisition and retention. *Journal of Language and Social Psychology* (Clevedon, Avon), **8**, 5 (1989), 287-305.

This study investigated the relations of a series of attitude, motivation and aptitude variables to the acquisition and retention of French language skills. Subjects were drawn from a sample of 105 students registered in an intensive French language summer training programme in Quebec, who completed a series of tests at the beginning and end of the course. A factor analysis of data from the 89 students with complete data identified four factors, French Achievement, Integrative Motive, Self-confidence with

French, and Self-perception of French Competence. These results suggested that the roles played by language aptitude and attitudinal/motivational variables differed somewhat, and reflected the socio-cultural conditions under which language learning took place. Investigation of language loss suggested that language use and attitudinal/motivational characteristics were major factors involved in the retention of second language skills in the period following intensive training.

**91-14 Higgins, Janet** (U. of Sultan Qaboos, Oman). Investigating the role of temporal variables in facilitating listening comprehension in L2. *Teacher Trainer* (Canterbury), **4**, 2 (1990), 8-9.

The majority of foreign language teachers/lecturers have been told by their students at some time that their speech or the tape is too fast. The author

discusses what 'too fast' means: in other words, at what critical speed(s) comprehension declines, as well as the rates that teachers or recordings are

using. The author is also concerned to find out how accurately teachers perceive their own rates and rate changes, what importance they give to rate control and how well they can produce rate changes to order. Through rate control training on courses, the inclusion of temporal variables in production and evaluation, and through developing methodologies

for listening training which incorporate rate-control, it is hoped that the role of temporal variables in the comprehension of speech will be brought to the attention of teachers, who perhaps currently tend to down play its importance to students.

**91-15 Kübler, Silvia** (U. of Zurich). And what do learners think? *Actes des Journées Suisses de Linguistique Appliquée* (special no. of *Bulletin CILA*), (Neuchâtel, Switzerland), **II**, 51 (1990), 29-37.

Learners contribute actively to what is available to be learnt by (a) producing language themselves, and (b) negotiating input by participating in classroom interaction. A lesson can be seen as a jointly constructed event, a series of learning opportunities created by learners and teacher interacting together in the classroom context. What learners learn from a lesson (intake or uptake) is not simply what they have been taught (input). Prior knowledge and experience play an important role in determining what language elements can be further processed and eventually integrated into the learner's L2 system. The concepts which people have about language and learning may guide their approach to the learning task. Learners approach learning in different ways. Success or failure depends on the appropriacy of a strategy for a particular learner in a particular learning situation. Choice of strategies is related to a set of beliefs or philosophies. There seems to be a functional relation between 'learning outcome', 'learning approach' and 'learners' conceptions of learning'.

The use of questionnaires to study learner beliefs is premature: the data are pre-structured in terms of the researcher's categories. A more open approach is offered by interviews, though they only provide limited insights related to students' conscious knowledge.

An on-going study is described which aims to find categories that reflect EFL learners' conceptions of 'language' and 'learning', based on 22 semi-structured interviews with adult EFL learners in German-speaking Switzerland. Turns are used as units of analysis. Some preliminary categories which have emerged from the data related to broad conceptualisations of language are: (1) functional – language used to communicate; (2) structural – language as a code or 'construction set' of words, the focus being on 'form' and 'correctness', and (3) rhetorical – language offers a variety of words and structures for speakers to choose from, the focus being on 'style' and the 'speaker'.

**91-16 Lee, James F. and Riley, Gail L.** (U. of Illinois, Urbana-Champaign). The effect of prereading, rhetorically-oriented frameworks on the recall of two structurally different expository texts. *Studies in Second Language Acquisition* (Bloomington, Ind), **12**, 1 (1990), 25-41.

Research in both first and second language reading has undertaken the study of discourse structure and the influence of the rhetorical organisation of the text on readers' passage comprehension. A considerable amount of research has also examined the effect of text adjuncts of various kinds on passage comprehension. The present study explored the effect of providing novice foreign language readers

information about the rhetorical structure of an expository text as a text adjunct. Two passages were tested under each of three conditions: no framework, minimal framework, and expanded framework. Results indicate that an expanded framework is an effective text adjunct for the comprehension of expository prose.

**91-17 McLaughlin, Barry** (U. of California, Santa Cruz). Restructuring. *Applied Linguistics* (Oxford), **11**, 2 (1990), 113-28.

This paper argues for a cognitive psychological approach to second language phenomena that emphasises the importance of the development of automaticity and the process of restructuring. It is

argued that practice can lead to improvement in performance as sub-skills become automated, but it is also possible for increased practice to create conditions for restructuring, with attendant decre-

ments in performance as learners reorganise their internal representational framework. In the second case, performance may follow a U-shaped curve, declining as more complex internal representations replace less complex ones, and increasing again as skill becomes expertise. Examples are drawn from

first and second language research, and from research on expert systems. The cognitive approach is not seen as competitive with, but as complementary to, linguistic approaches to second language development.

**91-18 Moïse, Léna Céline and others.** Aspects motivationnels de l'apprentissage de l'espagnol au niveau universitaire. [Motivational aspects of the learning of Spanish at university level.] *Canadian Modern Language Review* (Toronto, Ont), **46**, 4 (1990), 689-705.

The study described in this article had two purposes: (1) to examine the orientations of university students learning Spanish, (2) to delineate the relationship between orientations to learning Spanish, orientations to learning English or French as a second language and other variables such as inter-ethnic attitudes and contact, motivation, self-confidence and Spanish competence. Data were gathered via a questionnaire administered to a total of 112 anglophone and francophone university students registered in an introductory Spanish course. Results of factor analyses of the orientation to Spanish items showed that both groups of respondents were learning Spanish for friendship, for pragmatic

reasons, to obtain prestige, to travel and to widen their knowledge. Comparison of mean as well as further factor analyses showed, however, that orientations to learning Spanish were related to different variables for the two groups. For the Francophones, a distinction is made between the learning of Spanish and that of English. For that group, Spanish competence is related to the self-confidence evidenced by the students. Anglophones, on the other hand, seem to differentiate less between the learning of Spanish and that of a second language. In their case, the results do not permit a clear delineation of the socio-motivational basis of their competence in Spanish.

**91-19 Olshtain, Elite and others** (Tel-Aviv U.). Factors predicting success in EFL among culturally different learners. *Language Learning* (Ann Arbor, Mich), **40**, 1 (1990), 23-44.

The paper reports on a multivariate study that examined the contribution of two independent variables – cognitive/academic proficiency in L1 and attitudes and motivation toward English as a foreign language – on success in English as a foreign language of two culturally different learners, one identified as a socio-culturally disadvantaged group and the other as a 'regular' group. A description of the development of the instruments used to measure the variables is provided, the results of which

indicated that academic proficiency in L1 played the most important role in predicting success in FLL in school context are reported. Within cognitive/academic proficiency in L1 it is awareness of language use, register, and ability to correct errors in L2 that emerged as the subvariables that differentiated best among the two groups of students. Implications and conclusions of the results to foreign language learning are drawn.

**91-20 Regan, Vera** (University Coll., Dublin). Sociolinguistics and second language acquisition: a variationist perspective. *Teanga* (Dublin, Eire), **10** (1990), 14-24.

The concern of sociolinguistics with change and systematic variation in language has led to the development of analytical methods and tools which are particularly appropriate to the study of second language acquisition (SLA). Variable rule analysis, used by sociolinguists to measure the relative contribution of factors to the production of a given speech variant, has proved particularly fruitful in research into interlanguage (IL) variation. The Varbrul computer program, developed to take

into account the number and diversity of the factors affecting variation, calculates the probable effect of each factor. It is being used in an ongoing research project focusing on Irish learners of French; the project hopes to determine the relevant factors in the acquisition of the negative by ascertaining the linguistic constraints in operation, as well as wider questions, such as whether IL is systematic.

As one of the few longitudinal studies in SLA, it is hoped that this three-year project will reveal more

about the overall process of second language learning as well as providing a database for further research into aspects of French morphosyntax by Irish

learners. On a broader level, the research indicates the potential contribution of sociolinguistics to SLA.

**91-21 Schmidt, Richard W.** (U. of Hawaii at Manoa). The role of consciousness in second language learning. *Applied Linguistics* (Oxford), **11**, 2 (1990), 129-58.

This paper summarises recent psychological research and theory on the topic of consciousness and looks at three questions in second language learning related to the role of consciousness in input processing: whether conscious awareness at the level of 'noticing' is necessary for language learning (the subliminal learning issue); whether it is necessary to consciously 'pay attention' in order to learn (the incidental learning issue); and whether learner hypotheses based on input are the result of conscious insight and understanding or an unconscious process of abstraction (the implicit learning issue). It is concluded that subliminal language learning is impossible, and that noticing is the necessary and

sufficient condition for converting input to intake. Incidental learning, on the other hand, is clearly both possible and effective when the demands of a task focus attention on what is to be learned. Even so, paying attention is probably facilitative, and may be necessary if adult learners are to acquire redundant grammatical features. The implicit learning issue is the most difficult to resolve. There is evidence for it, as well as for a facilitative effect for conscious understanding, but accounting for implicit learning may entail abandonment of the notion of unconscious 'rules' of the type usually assumed in applied linguistics.

**91-22 Shen, Xianonan Susan.** Ability of learning the prosody of an intonational language by speakers of a tonal language: Chinese speakers learning French prosody. *IRAL* (Heidelberg, FRG), **28**, 2 (1990), 119-34.

This article describes two experiments to test the facility with which speakers of a tone language (Chinese) could recognise and produce the intonation of French interrogative propositions. The first experiment found that 48 Chinese who knew no French at all and who had not learned any other foreign language, correctly recognised the intonational distinctions of declarative and interrogative propositions in French. In the second experiment, six Chinese were studied before they had any

knowledge of French, with the aim of verifying whether they were capable of producing correctly the intonation of French interrogative propositions. Although some of the Chinese pronounced the French with a strong foreign accent, they all succeeded in attaining the correct intonation.

It is concluded that the recognition and production of intonation models is a universal sign of human linguistic ability.

**91-23 Suárez, Andrés** (Santiago de Compostela U., Spain) **and Meara, Paul** (Birkbeck Coll., London U.). The effects of irregular orthography on the processing of words in a foreign language. *Reading in a Foreign Language* (Oxford), **6**, 1 (1989), 349-56.

Research on word-recognition in English suggests that, because of the irregularity of English spelling, readers may make use of both a phonological route, and a direct visual route in matching words to their mental lexicon. In Spanish, on the other hand, with its highly regular spelling system, it is assumed that readers can rely entirely on the phonological method. This paper reports an experiment designed to investigate Spanish speakers' methods in recognising English words. Three hypotheses were entertained: (1) that they would behave like English speakers, using both routes; (2) that they would rely on the direct visual route; (3) that they would rely

entirely on the phonological route. The experiment involved subjects' reading four types of words: regular words, regular pseudo words, exception words, and exception pseudo words. The results do not provide conclusive evidence in favour of any of the three hypotheses. The Spanish speakers performed comparatively worse than predicted on all kinds of non-regular words. These results suggest that they might be relying on the phonological route, with a reliance on direct visual access for a few high-frequency items, but more research is needed.



**91–24 Weise, Grischa.** Was haben Merkmalserkennung und -nutzung mit dem Lernerfolg zu tun? Eine Untersuchung zu kognitiven Aspekten des Fremdsprachenlexikerwerbs. [What does distinctive feature recognition and exploitation have to do with learning success? An investigation into cognitive aspects of foreign language vocabulary acquisition.] *Deutsch als Fremdsprache* (Leipzig, GDR), **2** (1990), 103–9.

Given that internal mental processes operate in terms of invariant features, how are they recognised and exploited by learners? The Keyword learning method works on a mnemonic basis whereby phonetic features of a word in L2 prompt or suggest a keyword in L1 which gives a clue to meaning. This presupposes that the keyword has two features – phonetic similarity (PS) and semantic inductibility (SI). It is hypothesised that PS and SI

determine the learnability of foreign language vocabulary. An experiment was conducted on 48 male adult learners of Russian, all graduates, who were required to learn 120 Russian lexical items with German translations and then to reproduce them with the help of keywords chosen by themselves. The investigation confirmed the existence of PS and SI as important and relevant features in facilitating vocabulary acquisition.

**91–25 White, Lydia** (McGill U.). Second language acquisition and Universal Grammar. *Studies in Second Language Acquisition* (Bloomington Ind), **12**, 2 (1990), 121–33.

In this article, the motivation for Universal Grammar (UG), as assumed in the principles and parameters framework of generative grammar (Chomsky), is discussed, particular attention being paid to the ‘logical problem’ of first language acquisition. The potential role of UG in second language (L2) acquisition is then considered. Three different positions are reviewed: (a) the claim that UG is not available to L2 learners; (b) the claim that

UG is fully available; and (c) the claim that the L2 learner’s access to UG is mediated by the mother tongue. This raises the issue of what kind of evidence can be used to decide between these three positions. Recent experimental research which argues for one or another of these positions by investigating the L2 status of the Subjacency Principle is reviewed, and the implications of this research are discussed.

**91–26 Williams, Jessica** (U. of Illinois). Another look at Yes/No questions: native speakers and non-native speakers. *Applied Linguistics* (Oxford), **11**, 2 (1990), 159–82.

This study examines the production of Yes/No questions by native speakers of English and speakers of Singapore English, a non-native regional variety. The results indicate that there are a number of similarities between the two groups; specifically, both groups appear to prefer an invariant SVO order and tend to eliminate syntactic elements which are semantically redundant. Both groups use a variety of devices, including changes in intonation

and final tags, to indicate that these SVO utterances are indeed questions.

The findings suggest that our notions of what constitutes target-like use remain ill-defined. As long as native speaker behaviour is assumed or intuited, rather than documented, it is difficult to judge the performance of second language learners, in particular, to state when they have achieved a level of target-like production.

## Research methods

**91–27 Byram, Michael.** Foreign language teaching and young people’s perceptions of other cultures. *ELT Documents* (London), **132** (1990), 76–87.

This article explains the rationale, methodology and some initial findings of a research project which has been taking place at the University of Durham over the last three years (see abstract 89–238). The aim of the project is to provide some empirical information

on contemporary language teaching and its effects on pupils’ perceptions of other cultures. A measure of pupil attitudes towards other people was devised, based on Osgood’s semantic differential. The notion of ‘insight’ was operationalised in terms of what

pupils know about the foreign way of life (or 'culture'). Finally, the language teaching process was analysed with respect to the cultural studies dimension by classroom observation.

The three kinds of data, therefore, were (1) information about pupils' background, (2) a measurement of their attitudes towards French people (and Germans and Americans, for comparison), and (3) observations of French teaching over an 8-month period. These data were analysed in three ways: (i) statistical associations between level of ethnocentricity (attitudes to French people) and variables such as exposure to French teaching, socio-economic status, gender/sex, visits abroad, parents' knowledge of language, etc; (ii) 'textual' analysis of interviews with pupils, including attitudes, knowledge of French life, sources of knowledge, views of French teaching; (iii) analysis of field notes taken during observations of French lessons, e.g. information given by teachers, kinds of 'talk' about France, analysis of the 'image' of France in the textbook. Some 400 pupils were interviewed for an average of 40 minutes each, and the interviews transcribed. The ultimate intention is to combine all dimensions of the analysis to see what patterns of teaching and learning emerge.

Some selected findings from each aspect are discussed. The independent variables found to be

most strongly associated with attitudes tended to be those measuring pupil background. Whether in primary or secondary schools, girls have a more positive attitude towards French people than boys. The younger age group (both boys and girls) showed generally more negative attitudes towards one people, the Germans; they also perceived the Americans even more favourably than did the older age-group. [Some examples from interviews are given.]

The observation of classroom teaching included a comparison of the teaching styles of a few selected teachers. Four features relevant to cultural teaching were found to be common to them all: (1) the teachers' aims related to developing children's personalities; (2) cultural information was seen as a way of capturing pupils' interest; (3) the teachers' own experience of France was usually rather limited; (4) the textbook was very significant, providing a core around which lessons are built. The textbook image of France was superficial and biased.

The assumption that teaching pupils French 'broadens their horizons' may not inevitably be justified. Teaching 'intercultural communicative competence' not only provides pupils with a marketable skill but makes an important contribution to their education.

**91-28 Lapkin, Sharon and others.** French immersion research agenda for the '90s. *Canadian Modern Language Review* (Toronto, Ont), **46**, 4 (1990), 638-74.

During the '70s, research on immersion education focused on programme outcomes. Student achievement in French, English and subjects such as mathematics was measured to ensure that students studying all school subjects through the medium of their second language were not falling behind. The emphasis on the 'product' of immersion programmes shifted in the '80s to encompass a broader range of areas, such as administrative arrangements for the delivery of immersion programmes, instructional aspects of immersion programming, the qualitative assessment of second language skills, and

optimal programme design. The present research agenda develops a framework for the examination of such issues falling under three broad headings: product variables (e.g., French achievement, cognitive effects), teaching/learning processes (e.g., effects of analytical/experiential approaches) and teacher education (e.g., design of preservice and inservice). Each topic is discussed in terms of past research and new questions for the '90s. [An appendix addresses in greater depth the available teacher education literature as it may apply to the immersion context.]

**91-29 Murray, Heather** (U. of Berne, Switzerland). Tracing the development of language awareness in EFL teacher trainees. *Actes des Journées Suisses de Linguistique Appliquée* (special no. of *Bulletin CILA*) (Neuchâtel, Switzerland), **II**, 51 (1990), 21-8.

The article discusses research being carried out which explores ways in which English teacher trainees think about language. EFL training courses aim to raise trainees' consciousness of language, i.e. to promote 'language awareness', probably by testing the adequacy of grammatical explanations, discussing attitudes to language varieties, looking at

language use in different contexts, and analysing learner language errors.

The research described here consists of case studies of eleven trainees; data were collected through semi-structured interviews designed to elicit individual trainees' personal psychological constructs related to the types of language occurring frequently

in EFL contexts. The trainee is given pairs of items to evaluate by describing their similarities and differences (e.g. part of a phone call and part of a letter on the same subject). Other methods used to

collect data were samples of trainees' written work and a video-based experiment involving trainees' perceptions of learners' errors. [Some sample data are discussed.]

## Error analysis

**91–30 Juffs, Alan.** Tone, syllable structure and interlanguage phonology: Chinese learners' stress errors. *IRAL* (Heidelberg, FRG), **28**, 2 (1990), 99–117.

This article analyses the role of pitch and syllabic structure in stress errors made by Chinese students learning English as a foreign language. The stress errors of these students arise mainly from the syllabic structure of the lexemes and the position of lexical elements in the rhythmic sequence of the

sentence. The results of this analysis show that the so-called segmental phonetic elements in the artificial learning of a second language are learned before the prosodic models, an inverse order when compared to first language learning.

## Testing

**91–31 Barnwell, David** (Columbia U.). 'Naive' native speakers and judgements of oral proficiency in Spanish. *Language Testing* (London), **6**, 2 (1989), 152–63.

The notion of the 'native speaker' occupies an important place in any theory of foreign language proficiency. In the case of the ACTFL oral interview, on several occasions the 'native speaker' is invoked as a hypothetical interlocutor for candidates. However, no body of research evidence exists as a foundation for such a use of the concept of 'native speaker'. In an effort to discover whether native speakers do really react to differing levels of proficiency in the way predicted for them in the

ACTFL scale, a study was carried out in Barcelona, Spain. A group of linguistically 'naive' native speakers evaluated American students' performances on taped ACTFL oral interviews in Spanish. Apart from the fact that there was a considerable divergence in how they viewed particular candidates' exhibited proficiency, it was striking that the native speakers were consistently more strict in their evaluations than was an ACTFL-trained rater.

**91–32 Carter, Ronald and Long, Michael N.** Testing literature in EFL classes: tradition and innovation. *ELT Journal* (Oxford), **44**, 3 (1990), 215–21.

In conventional tests of their literary and language skills, students are frequently required to paraphrase and identify the context of a passage; to describe and discuss; and to evaluate and criticise. While appreciating the value and importance of such

question-types, this article proposes that they should be supplemented by others which are more obviously language-based. Three examples are suggested and discussed. They deal with general comprehension, textual focus and personal response.

**91–33 Chihara, Tetsuro** (Osaka Jogakuin Junior Coll.) **and others.** Background and culture as factors in EFL reading comprehension. *Language Testing* (London), **6**, 2 (1989), 143–51.

An experimental comparison was made between two original passages in English written for ESL/EFL consumers. Since the subjects tested were 159 Japanese women, unfamiliar, non-Japanese elements were changed to conform more to the expectations of the readers tested. Only a few terms were changed in each of two passages: e.g. names of persons and places; in one instance kissing was changed to hugging. All subjects completed two cloze tests: one over one of the passages in its original form and the other over the other in the

modified form. A possible order effect was controlled by counterbalancing, and transfer across tests was minimised both by counterbalancing and by using cloze tests over two distinct passages. The hypothesis that such minor changes in textual elements would result in a significantly better performance on cloze tests based on the modified texts was sustained. It is suggested that teachers and materials producers might want to take such factors into consideration.

**91–34 Hickey, Tina** (Inst. Teangeolaíochta Éireann). Testing and first language acquisition. *Teanga* (Dublin, Eire), **10** (1990), 78–92.

The study and testing of young children acquiring their L1 has contributed to our understanding of what is/is not a reasonable rate/course of acquisition in a particular language; it is by reference to such criteria that language disability tests, for instance, are interpreted, yet the importance of test methodology in L1 acquisition studies has been underestimated, and it is important to forge links with other areas of language testing – the differences in methodology evinced by current studies reflect the backgrounds (psychology versus linguistics) of the researchers involved. Complementary approaches are an asset in scientific enquiry, particularly in a field wherein there is an obvious need to regularise practical procedures and analytical frameworks.

Linguists tend to prefer naturalistic observation, an Irish language assessment project using four children which the author carried out is described in detail. Discussion follows on such matters as how to choose ‘representative’ experimental subjects, what the sampling interval should be, how to best record language outputs whilst keeping Labov’s (1972) ‘observer’s paradox’ in mind (i.e. that even the most sympathetic observation is intrusive), and the identification of appropriate elicitation procedures [examples], with a view to showing some of the theoretical/practical problems facing the researcher.

**91–35 Hurman, John** (U. of Birmingham). Deficiency and development in the French national criteria for speaking. *Francophonie* (Rugby), **1** (1990), 8–12.

The Assessment Objectives for GCSE French cater for the four skill areas at a basic and a higher level. The set for Speaking is the most imprecise and limited, when compared with the criteria for the three other skills at both levels. Mixed-mode testing in the proposed revised criteria for Higher Level Speaking is to be welcomed, but there are a number of anomalies and omissions, for example, no stimuli are specified for speaking, and the adoption of visual stimuli would be useful. Adequate expertise is not sufficiently widespread to make the general conversation a reliably discriminating tool.

Differentiation could be improved in a number of

ways: the significance of teacher-examiners’ questioning could be reduced, the amount of transactional language could be restricted, the relative difference in breadth between topic areas at each level could be broadly quantified, and an indication of other types of task could be given, these being specified as a proportion of the total marks.

Without strong leadership, examining groups are unlikely to be adventurous for fear of losing custom. Tasks should be allocated between coursework and a final examination. We should expect a higher degree of specification for a skill which is so important in contemporary classrooms.

**91–36 Khaniya, T. R.** (U. of Edinburgh). The washback effect of a textbook-based test. *Edinburgh Working Papers in Applied Linguistics* (Edinburgh), **1** (1990), 25–34.

This paper describes one aspect of the author’s ongoing research, which aims at bringing about changes in ELT at school level in Nepal. Specifically, the author is concerned with the washback effect on the teaching and learning of EFL, of a test based on textbooks prescribed for the School Leaving Certificate examination. The first part of the paper reviews the literature on washback effects and on the use of a test for external examination purposes. It distinguishes a class progress test from a final

achievement test which takes the form of an external examination. The second half of the paper deals with a current empirical study. The preliminary data show that a textbook-based test can have a negative influence on teaching. Finally, the paper suggests that, since examinations are unavoidable, at least in the Nepalese context, it would be useful if we could use them as a resource for enhancing the way English is taught.

**91–37 Long, Donna Reseigh** (Ohio State U.). What you don't know can't help you. An exploratory study of background knowledge and second language listening comprehension. *Studies in Second Language Learning* (Bloomington, Ind), **12** (1990), 65–80.

Two Spanish listening tests, one about a gold rush in Ecuador, the other about a well-known pop group, were administered to 188 students in a university third-quarter Spanish course. In each case, subjects were required to summarise the content and then to identify paraphrased statements from the text mixed with distractors. Subjects with a high level of Spanish did better than others on both summary and recognition tests for the gold rush text, and on the summary test for the pop group text; on the pop text recognition task there was no significant

difference, suggesting that familiarity with 'schemata', or background knowledge about a topic area, can sometimes compensate for linguistic deficiencies. For 13 students, however, schematic knowledge actually proved harmful to comprehension of the Ecuador text, as they over-extended knowledge of a different gold rush. Further study is required of the interaction between schematic knowledge, language level and text variables in measures of listening difficulty.

**91–38 Read, John** (Victoria U. of Wellington, New Zealand). Providing relevant content in an EAP writing test. *English for Specific Purposes* (New York), **9**, 2 (1990), 109–21.

This article considers the question of how best to elicit samples of writing for assessment in an EAP proficiency test, and, more specifically, how to ensure that every test-taker has something to write about. Three types of writing tasks – independent, guided, and experience – are defined in terms of the type of preparation or guidance that they provide for the writer. Examples of each type of task are cited from contemporary EAP tests, and it is argued

that guided and experience tasks are more satisfactory than independent ones. The article then analyses the three guided and experience tasks used in a writing test that is administered at the end of a three-month EAP course. The reliability and validity of the test are discussed, and this leads to a more general consideration of the issue of how to validity assess the proficiency of university students in academic writing.

**91–39 Tedick, Diane J.** (Fairfield U., Ct). ESL writing assessment: subject-matter knowledge and its impact on performance. *English for Specific Purposes* (New York), **9**, 2 (1990), 123–43.

The matter of creating topics that will elicit writers' optimal performance is fundamental to writing assessment. However, topic variables (i.e., wording, mode of discourse, rhetorical specification, and subject matter) have only recently begun to be investigated, and a clear understanding of the relationship of these variables to writing performance has yet to be achieved. One topic variable – subject matter – was the focus of the present study. The extent to which ESL graduate students' writing performance was affected by their knowledge of the subject matter of the assessment topic was investigated. A total of 150 students representing

three ESL course levels participated in the study. All subjects responded to two topics – one general, and one pertaining to the subjects' fields of study. The essays were scored on the basis of holistic measures, length, and T-unit and error-free T-unit indices. The highly significant results obtained in the statistical analyses indicated that, in general, writing performance on the field-specific topic was superior. Similarly, the field-specific topic was found to be superior to the general topic in terms of its ability to discriminate among groups having different levels of writing proficiency.

**91–40 Thompson, Richard T. and Johnson, Dora E.** Proficiency testing in the less commonly taught languages. *Language Testing Update* (Lancaster), **7** (1990), 28–9.

This article summarises recent efforts to accommodate less commonly taught languages (e.g. Arabic, Japanese and Russian) under the generic proficiency guidelines established by ACTFL and

the Educational Testing Service. Much of the earlier work in developing these guidelines resulted in a Eurocentric bias.

The procedure by which the generic guidelines

help to construct proficiency descriptors for a particular language is described. For example, the target language must be carefully assessed with reference to cultural context, appropriate content and what is typically characterised as 'accuracy' in using the language in question. The case of Indonesian is cited, wherein there are strict rules governing register choice as a means of recognising social status. Tests of Indonesian, Chinese, Hebrew, Hausa and Hindi have already been developed.

Recent legislation has created a new set of policy questions that funding agencies and post-secondary institutions must face, including the shared setting of realistic priorities, i.e. to decide which languages or language groups should have guidelines developed first. The research agenda must include considerations of inter-rater reliability across languages, the relationship between L2 acquisition and instruction, and the influence of affective variables on proficiency.

**91-41 Turner, Carolyn E.** (McGill U.). The underlying factor structure of L2 cloze test performance in Francophone, university-level students: causal modelling as an approach to construct validation. *Language Testing* (London), **6**, 2 (1989), 172-97.

This study begins to address the question of cloze test construct validity through causal modelling. It investigates the underlying factor structure of L2 cloze test performance as explained by a theoretical model including the following hypothetical constructs: cloze-taking ability; knowledge of language; content domain; and knowledge of contextual constraints. Eight cloze tests reflecting the posited factors were constructed and administered to 182 Francophone university-level students. The factors were examined separately and in combination through a model building process which included model fitting and model comparison. A model

composed of three orthogonal factors was confirmed and accepted as the best explanation of the data. The results indicate that cloze performance is dependent upon language factors (a second language factor or a first language factor) and nonlinguistic-specific knowledge related to cloze-taking ability that crosses over linguistic boundaries. Cloze has been considered as an overall L2 proficiency measure. This study empirically demonstrates that factors other than language are significantly contributing to cloze test performance. It also demonstrates the potential of a causal modelling approach.

**91-42 Walker, Clifford** (West Sussex Inst. of Higher Ed.). Large-scale oral testing. *Applied Linguistics* (Oxford), **11**, 2 (1990), 200-19.

The ability to speak English is a valued skill in English-medium universities overseas and is a major aim of their English for academic purposes (EAP) programmes. But it is rarely tested in these institutions because the task is considered too difficult with such large numbers of students. Failing to test the speaking skill results in inaccurate assessment of students and negative washback effects on the teaching of oral skills.

An oral examination was established at Yarmouk University in Jordan to test the two thousand students who pass through its service English programme each year. Practicality was achieved by allotting the oral examination only as much time as was spent on the setting, administration, and marking of the service English programme written examination. The content was based on a description of the programme objectives and resulted in a two-stage interview.

Inter-tester reliability is widely regarded as a potentially serious problem in oral tests and considerable efforts were made to achieve an adequate level. The test format was standardised. The evaluation criteria were made appropriate and explicit. The number of bands was limited. Testers were trained through detailed description of test documents, exemplification of the band description using video, observation of live interviews, and supervised practice in evaluation. Testers were observed by moderators during the examination. The test results were analysed statistically to identify which testers differed from their peers and by how much. The statistical analysis indicated that adequate inter-tester reliability was achieved. It is concluded that large-scale testing of oral communication is a practical proposition.

## Curriculum planning

**91–43 Andenaes, Ellen.** Kulturkunnskap for innvandrerlaerere – innhold og hensikt. [The content and aims of cultural awareness education for teachers of immigrants.] *Kontaktblad for norsk som andrespråk/fremmedspråk i Norge* (Oslo), **1** (1990), 4–16.

Cultural awareness education has become an accepted part of the training of teachers of immigrants to Norway, but its content is still under debate. Teacher trainers in the field of migrant education in Norway feel justified in building their cultural curriculum from many sources, cutting across traditional boundaries between disciplines. They first see a need to correct Norwegians' often stereotyped views of the immigrant as an ill-educated poor relation begging charity, and of themselves as bountiful, civilised hosts. The cultural roots and modern-day achievements of the societies these people have left can be stressed. Next, skills in cross-cultural communication are important in interpreting others' behaviour and monitoring one's own. The focus here has been on body language and other culture-specific norms of communication. This aspect needs sensitive handling as there is a danger that teachers may come to see their minority pupils principally as 'bearers of specific cultures' and less as individuals with problems, and indeed special skills, of their own. Given a wealth of information about religion, customs and taboos of other societies, some teachers become very nervous

about offending their minority pupils, so such approaches have proved counter-productive, and the need for the pupils themselves to come to terms with their new cultural situation has been neglected.

Culture is not static, but is constantly recreated by people living in the here and now. The central tasks of the cultural curriculum must be to give information about Norwegian culture(s), to base teaching on pupils' own knowledge and skills, and to understand the context in which the pupils are learning and developing. Guidelines for the various second language syllabuses taught to immigrants seem confused and inconsistent in their approach to 'culture', but the underlying aims of integration, freedom of choice and active participation in society are sound. Teacher trainers see a need for more penetrating and comprehensive analyses of Norwegian society and culture in all its modern diversity, on which to base their teaching. Insights into 'Norwegianness' can come from many fields of research, and the teaching of cultural awareness should maintain links with many disciplines including sociology and language teaching.

**91–44 Uber Grosse, Christine** (Florida International U.) **and Voght, Geoffrey M.** (E. Michigan U.). Foreign languages for business and the professions at US colleges and universities. *Modern Language Journal* (Madison, Wis), **74**, 1 (1990), 36–47.

LSP (Language for Special Purposes) did not gain widespread acceptance in the foreign language curriculum in the USA until the 1980s, following the report of the President's Commission on Foreign Language and International Studies, which emphasised the need for professionally linked courses. A survey of LSP courses in higher education was carried out late in 1988. A 26% response was received from a questionnaire sent to over 2000 departments of foreign and classical languages at four-year colleges and universities, and to 787 members of the programme interest section of TESOL. The overall number of LSP courses reported in this most comprehensive survey to date has increased by 30% since 1983. The range of courses is broad, but the increase is concentrated in

business LSP. Spanish, French and German are the most commonly taught languages; Japanese and Chinese are offered at a large number of institutions. Almost a fifth of questionnaire respondents (141) offer international internships in business administration for students with foreign language expertise. The broad base of acceptance of LSP is indicated by its even distribution among small, medium and large-sized institutions, and its equal presence at public and private colleges and universities. LSP is most likely to be offered at institutions with professional (especially business) schools, with foreign language requirement for entry, and/or doctoral programmes in foreign languages.

## Course/materials design

**91-45 Botha, Jannie J. Evaluating educational courseware: principles and guidelines.** *Per Linguam* (Stellenbosch, South Africa), **6**, 1 (1990), 55-70.

For quite some time there has been serious concern about the quality of educational courseware. The aim of this paper is to give an overview of the principles and guidelines for evaluating educational courseware so that similar evaluation procedures can be used by teachers. As soon as the novel effect of computers wears off, instructors will turn their

attention to suitable courseware. If this is not possible, they may decide that computer-assisted instruction is a waste of time. In this paper the focus is on different types of evaluation as well as effective evaluation procedures. Examples of programs in the field of second and foreign language teaching are included.

**91-46 Clarke, David F.** (U. of East Anglia). Listening comprehension and the use of authentic materials. *UEA Papers in Linguistics* (Norwich), **29/30** (1989), 1-21.

Some examples of published listening comprehension materials and types of exercises accompanying them are reviewed in the light of factors prevailing in real-life listening situations, such as access to paralinguistic features, relevance to the listener, a known context, and a purpose for listening. These materials are found wanting and unlikely to motivate learners, particularly in the

types of exercise used, which often focus on factual or linguistic features in the recorded extract, rather than its communicative purpose. It is suggested that pre- and post-listening activities should be more integrated, making listening activities more content based in a wider learning experience, of which other activities focusing on language will also be a part.

**91-47 Clarke, Jane and Clarke, Michael.** Stereotyping in TESOL materials. *ELT Documents* (London), **132** (1990), 31-44.

This article is concerned with those aspects of cultural content which are selected by TESOL textbook writers, and, perhaps more significantly, those which are omitted. TESOL textbooks are usually set in Britain or the USA, showing an idealised version of the target culture which is implicitly contrasted with the learner's own to the detriment of the latter (linguistic materials imperialism). Materials should celebrate the diversity of Britishness. Some textbooks, e.g. *Advanced International English*, adopt a cross-cultural perspective and should induce learners to broaden their cultural

perceptions. Examples from textbooks are given of stereotyping of various kinds: racial, gender, class and regional. Texts seem to adopt a policy of avoiding cultural issues.

ESL materials tend to be more realistic and less caricatured, but a danger is that they tend to show learners in client roles, always dependent on the dominant group. Writers of materials have a responsibility towards target and learner groups to challenge stereotypes and enlarge understanding of other cultures.

**91-48 Kenning, Marie-Madeleine** (U. of East Anglia). Developing CALL materials for a multi-media language course. *UEA Papers in Linguistics* (Norwich), **29/30** (1989), 59-77.

The preparation of CALL materials is a complex procedure. If one joins a team already developing materials it is essential to find out the aims of the course, for whom it is intended, become familiar with the syllabus and establish where the new material is to go. If the course is multi-media, it must be established whether or not there is to be duplication in the different media and whether the syllabus is to be divided. In addition, the team must be co-ordinated and progress monitored, and deadlines and commercial considerations observed.

The basic processes involved in materials design

are planning, implementation and evaluation. Revising and redrafting are also necessary. The five major variables involved in CALL programs which have to be considered are the kind of activity, the main unit of discourse (e.g. sentence or single word/s), linguistic forms (e.g. lexis or syntax), language content, and presentation (e.g. use of graphics or sounds). There should be both repetition and variation of the type of exercise. One further essential aspect is the need to investigate the use and usefulness of the materials.

**91–49 Pennington, Martha C.** (U. of Hawaii at Manoa). Directions for faculty evaluation in language education. *Language, Culture and Curriculum* (Clevedon, Avon), **2**, 3 (1989), 167–93.

Approaches, concepts and problems in the evaluation of second and foreign language education are reviewed. The review examines current instruments, methods and procedures of evaluation and identifies five main needs: (1) critical analysis and development of evaluation approaches, (2) preparation for responsible evaluation by teachers and admini-

strators, (3) a clear view of evaluation in the *micro* and *macro* contexts, (4) a developmental perspective on evaluation, and (5) improved teacher education. Each of these areas is explored, using the available literature, and fifteen recommendations are presented for the improvement of faculty evaluation.

## Teacher training

**91–50 Allsop, Terry and Scott, Irene** (U. of Oxford). Internship partnership in initial teacher education. *Teacher Trainer* (Canterbury), **4**, 3 (1990), 4–8.

This article lists the problems endemic in traditional one-year Postgraduate Certificate in Education (PGCE) courses and describes a scheme at Oxford that was developed to respond to these problems. The system of 'internship' involves close partnership between the university department of education studies and the Oxfordshire local education authority. The main characteristics that make the scheme different from most PGCEs are: (1) The joint planning of the course by university and local school staff; (2) the concentration of interns in

particular schools with a high profile of initial teacher education; (3) the expectation that interns will glean ideas from many different sources and that this will be accepted as the basis for creative discourse.

The article details the shape and structure of the course and the ways of working with the interns. It is hoped that in the future an extension of the notion of internship will be possible into the first year of teaching.

**91–51 Chu, Harold and Levy, Jack** (George Mason U.). Multicultural skills for bilingual teachers: training for competency development. *NABE Journal* (Washington, DC), **13**, 2 (1988) [publ. 1990], 153–69.

One of the principles of bilingual and multicultural education is that individuals need to function effectively between and among other ethnic groups. Bilingual education teacher training programmes are concerned with developing and enhancing communication skills that will ultimately be taught to both language minority and mainstream public school students. It is not enough for these pupils to simply understand the concept of cultural pluralism: rather, they must be given the verbal and non-

verbal communication skills necessary for trans-cultural functioning. Recent research has indicated that these skills are not widely covered in teacher education curricula in the United States and that they are not adequately addressed in training programmes for bilingual education teachers. This article analyses thirty-four cross-cultural competencies distilled from the literature on bilingual education teacher training and intercultural communication.

**91–52 Grundy, Peter** (U. of Durham). 'Gone to teachers every one' and 'When will they ever learn' – a critique of accepted pre-service teacher training (in two parts). *Teacher Trainer* (Canterbury), **3**, 2 (1989), 4–11 and **3**, 3 (1989), 4–11.

In Part 1 the author looks at the declared objectives of the Royal Society of Arts and other pre-service schemes for teaching English as a foreign language to adults and criticises their basic presentation, practice, and production framework. The framework rests on assumptions about language and learning that are unproven or false. In part 2, several alternatives to current teacher training procedures are suggested. The alternatives, which

involve setting up 'bank accounts' of different ideas and structuring lessons in different ways, are designed to be in accord with current theories of language acquisition. Although many teachers teach in ways that accord with the principles underlying language acquisition theory, teacher trainers often fall back on the '3 P's' framework when setting up training syllabuses, simply because it is easier to devise and implement.

**91-53 Rossett, Allison and Rodríguez, Ana María** (San Diego State U.). Assuring access to instructional technologies for language minority students: a case study of a teacher training programme. *NABE Journal* (Washington, DC), **13**, 1 (1988) [publ. 1990], 43-58.

There is widespread concern that computer technologies, rather than enhancing educational opportunities for all students, will actually contribute to widening the gap between students from differing economic and ethnic backgrounds. The Bilingual Instructional Technologies (BIT) programme was a federally funded programme to address this concern through teacher training for experienced bilingual educators. Sixty-five bilingual educators took intensive coursework in educational computing and instructional design. As a result of their classes and their willingness to commit themselves to changing

things in their schools and classrooms, the BIT students wrote and adapted educational software in their primary languages; they revised curriculum; they submitted and received grants to bring hardware and software into classes with language minority youngsters; and they became key players on district committees where decisions about technology are being made. BIT changed LEP students' access to instructional technologies in San Diego. This article describes the BIT teacher training model.

## Teaching methods

**91-54 Appel, René** (U. of Amsterdam). Ethnic minority children and second language vocabulary in school. *Language, Culture and Curriculum* (Clevedon, Avon), **2**, 3 (1989), 203-13.

This paper discusses the importance of second language vocabulary teaching for ethnic minority schoolchildren. Observations of Turkish and Moroccan children in Dutch school classes show that lack of second language lexical skills limits

school performance. Explorative testing points out that incidental vocabulary teaching has only marginal results. From an experimental study it is concluded that more structured vocabulary teaching is also relatively unsuccessful.

**91-55 Diaper, Gordon** (Wanstead House Sch., Margate). A comparative study of paired-reading techniques using parents as tutors to second-year junior school children. *Child Language Teaching and Therapy* (London), **6**, 1 (1990), 13-24.

This paper describes a study which compares the effectiveness of 'classical' paired reading with simultaneous and independent reading over a period of nine weeks using parent tutors with second-year junior children. The results confirm the indications from other largely non-controlled studies that the

classical approach is superior to other variations of paired reading. Of importance is the finding that the less able reader appears to benefit to a greater extent than the more able reader from being tutored in reading by a parent, especially in the long-term.

**91-56 Duff, Patricia A. and Polio, Charlene G.** (U. of California, Los Angeles). How much foreign language is there in the foreign language classroom? *Modern Language Journal* (Madison, Wis), **74**, 2 (1990), 154-66.

Many sources call for a maximum input of the foreign language in the classroom, to provide necessary exposure for second language acquisition. This study set out to answer the following questions: (1) What is the ratio of English use to L2 use by teachers in FL classrooms? (2) What factors are related to the use of English and the L2? (3) What are teachers' and students' perceptions and attitudes regarding the use of English in the FL classroom?

Courses in 13 different languages at the University

of California (UCLA) were sampled, all of which aimed to teach all four language skills. In addition to observation, questionnaires were completed by students, and teachers were interviewed [data analysis]. A wide range was found in the amount of target language used in the classes: from 100% down to only 10%. However, in only two of the classes did students note that the teacher 'never' used English. Even in classes with a higher percentage of English use, at least half the students



thought that the teacher used English only 'some of the time'. Between 71% and 100% of the students were satisfied with the amount of English being used, regardless of what the amount actually was. In every class, over 70% of the students claimed to understand 'most' or 'all' of the teacher's L2 use.

The teacher who demonstrated the most TL usage, used English only to explain difficult concepts about the TL. The main reason he never used English was that his department had a policy forbidding the use of English in class. The teacher who demonstrated the least TL usage, using English 90% of the time, cited L2 forms and then analysed them with the class in English, using grammar-translation techniques. His explanation was that a previous teacher of his class had emphasised L2

conversational skills, and he wanted to counter-balance this by inculcating grammatical awareness. His department offered no guidelines on methodology. He thought he used English 55% of the time. A teacher who tended to mix English and the TL a great deal used English 47% of the time, though showed a very wide range of use in different lessons. His department had no policy on the use of English in the classroom.

Proficiency in English does not seem to be a factor compelling teachers to use more or less English, nor does length of FL teacher experience. Teachers' attitudes varied as to why they did or did not use the L2 more often. [Some suggestions are made for teaching techniques for using the L2 to a greater extent.]

**91-57 Dunmore, Don** (Leeds U.). Using contextual clues to infer word meaning: an evaluation of current exercise types. *Reading in a Foreign Language* (Oxford), **6**, 1 (1989), 337-47.

There is a close link between the learner's reading ability and vocabulary: reading expands vocabulary, and this expansion improves reading ability. The skill of inferring meaning from context is a catalyst in this dynamic relationship. It is widely assumed that this skill does not transfer automatically from first- to foreign-language reading; most reading coursebooks therefore include exercises which aim to develop the skill. This article classifies and

evaluates the exercise with this objective in a selection of five coursebooks published during the last ten years. The majority of the exercise types are found deficient in that they offer the learner: (a) little help in developing the skill, and (b) a partial understanding of word meaning. This need not be the case, as there already exists the basis for a more thorough and balanced approach.

**91-58 Kyongho, Hwang and Nation, Paul** (Victoria U. of Wellington, New Zealand). Reducing the vocabulary load and encouraging vocabulary learning through reading newspapers. *Reading in a Foreign Language* (Oxford), **6**, 1 (1989), 323-35.

This paper describes how a particular way of selecting stories reduces the vocabulary load and increases the repetitions of new vocabulary for the learners with a limited vocabulary knowledge when they read newspaper articles. It looks at two ways of selecting newspaper stories: (1) selecting running stories (i.e. a story and its 'follow ups') and (2) selecting unrelated stories and the effect that they have on the repetitions of words outside the 2,000 most frequent words which are assumed to be the vocabulary of EFL high school graduates entering universities.

The analysis of 20 sequences of four running stories and 20 groups of four unrelated stories shows that ways of selecting stories have a major effect on the repetitions of the words outside the 2,000 most frequent words. Running stories provide more repetitions of low frequency words, and therefore reduce the vocabulary load to a greater extent and provide better conditions for the acquisition of words outside the 2,000 most frequent words. This has implications for course design.

**91-59 Little, David** (Trinity Coll., Dublin). Input and interaction: some reflections on resources for language learning. *Teanga* (Dublin), **10** (19), 1-14.

This paper elaborates a framework for resources for language learning, beginning with the four obligatory components of learner, goal, content and process. In the language classroom we come closest

to the circumstances of naturalistic language acquisition when we persuade learners to interact as much as possible with and through the target language. The essential pedagogical task is the

provision of a large and varied target language input and the promotion of psychological and social interaction.

Input (defined as those instances of the target language in use to which the learner is exposed) includes printed texts but should increasingly include instances of the target language transmitted via media other than print ('authentic' texts). Behavioural objectives should be defined partly in terms of the text types, in all media, that they should be able to cope with receptively, and in some cases produce. Most language learners are exposed to a range of input which is seriously impoverished when set beside the reality of media communication in target language communities. The approach to the exploration of authentic texts which has been developed in association with the *Authentik* newspapers and cassettes, activates and exploits learners' existing knowledge, in order to lead them to understand input texts but also to produce texts of their own. The computer offers the possibility of simulating social interaction and at the same time stimulating psychological interaction.

The implication for teachers is that if we provide learners with a large quantity of input in different media, the input provided directly by the teacher should occupy much less learning time. If social and psychological interaction is the engine driving successful language learning, it follows that the teacher must reduce 'frontal' teaching to the essential minimum. The need to simulate social interaction gives prominence to learners working in small groups or pairs, while the need to stimulate psychological interaction emphasises the uniqueness of the individual learner and the importance of learner autonomy. A special kind of language learning environment should be created: large rooms with easily moveable tables and chairs, a language laboratory for drills and listening practice, a video playback facility, several computers, simple audio and video recording facilities, and enough spare space to devise a simple set. If this is dismissed as wildly unrealistic, that shows how far language teaching is from coming to terms with media technologies.

**91–60 Oxford, Rebecca and Crookall, David.** Vocabulary learning: a critical analysis of techniques. *TESL Canada Journal* (Montreal, Canada), **7**, 2 (1990), 9–30.

This article evaluates more than a dozen vocabulary learning techniques for students of a second or foreign language. These techniques are divided into four broad categories: decontextualising, semi-contextualising, fully contextualising, and adapt-

able. Each technique is evaluated in terms of underlying theoretical assumptions and practical utility. Specific classroom implications are also offered.

**91–61 Packard, Jerome L.** (U. of Pennsylvania). Effects of time lag in the introduction of characters into the Chinese language curriculum. *Modern Language Journal* (Madison, Wis), **74**, 2 (1990), 167–75.

This article reports the results of a one-year classroom-based study conducted to determine the effects of time lag in introducing Chinese characters into the elementary Chinese language curriculum. Two groups of students, a 'lag' (experimental) group and a 'no-lag' (control) group, were the objects of this study. The difference between these groups was the amount of time which elapsed before Chinese characters were introduced into their respective Chinese curricula. In the case of the no-lag group, the characters were introduced at the very beginning of the course. For the lag group, the characters were introduced three weeks after the course began. The goal of the study was to determine whether a time lag in the introduction of characters

results in short- or long-term differences in the second-language acquisition of Chinese, in areas such as speaking proficiency, listening comprehension, phonetic discrimination, grammar, and in the reading and writing of Chinese characters.

The students who were provided with a three-week time lag prior to the introduction of characters into their elementary Chinese curriculum were better able to discriminate phonetically and transcribe unfamiliar Mandarin syllables – and were also more fluent in spoken Mandarin – than the students who were not provided such a lag. The no-lag group was not consistently found to be significantly better than the lag group in any aspect of Mandarin Chinese that was analysed as part of this study.

**91–62 Scott, Clive** (U. of East Anglia). Dictionaries and dictionary skills: bringing the skeleton out of the cupboard. *UEA Papers in Linguistics* (Norwich), **29/30** (1989), 78–101.

Criticisms are levelled at the use of bilingual dictionaries as giving instant solutions to nonce problems using desystematised language; this has no long-term beneficial effects on the learning process and may actually do damage. Monolingual dictionaries in the target language can be beneficially used not only as reference books but also as textbooks, in that they provide language in the more authentic settings encountered in the normal reading process. They also provide more detailed and sensitive information on shades of meaning, typical collocations, etc., which can be exploited not only in increasing the students' word-store but in

building up their awareness of the language system – grammar, morphology, etc.

The dictionary disqualifies itself from communicative teaching because it is inauthentic, prescriptive and non-communicative, but ways are suggested of introducing communicative classroom activities based on the monolingual dictionary to promote the learning of upper intermediate and advanced students. For these to work, however, it is essential that all students in a class have the same dictionary and, preferably, three concise dictionaries, one standard monolingual, one bilingual and another monolingual written with the learner in mind.

**91–63 Scott, Virginia M.** (Vanderbilt U.). Explicit and implicit grammar teaching strategies: new empirical data. *French Review* (Baltimore, Md), **63**, 5 (1990), 779–89.

Whether grammar should be taught explicitly, by studying grammar rules without a meaningful context, or implicitly, by exposing learners to grammar structures in a meaningful context, is often a real dilemma for the teacher preparing a syllabus or supervising student teachers. A recent experiment involving the teaching of French relative pronouns and the subjunctive provided evidence suggesting that explicit grammar teaching is more effective. The experiment was repeated, but with students in the implicit approach group being told to focus on examples of the types of grammar

structure. Results were almost identical to those of the first experiment, with explicit grammar rule teaching achieving significantly better results.

It is concluded that students benefit from organised, explicit presentation of grammar, but that clearer definition of implicit grammar teaching strategies is required, linguistic structures which are appropriate in implicit grammar teaching must be determined, and that there is a need for development of creative explicit grammar teaching for use in spontaneous and meaningful expression.

**91–64 Williams, Jerry M.** Promoting lexical resources. *Canadian Modern Language Review* (Toronto, Ont), **46**, 4 (1990), 738–48.

This paper focuses on the promotion of lexical resources to aid the development of students of foreign languages and presents ways in which teachers can codify errors based on inappropriate selection and those linked to misuse. An understanding of the principles and employment of dictionaries, and related lexical tools, can allow students to achieve proper diction and to identify

colloquialisms, misuse of idioms, and the lack of grammatical logic in complex constructions involving co-ordination and subordination in syntactical relationships. Codification of errors yields an increased appreciation of the difference in shades of meaning between words and their expressive value.